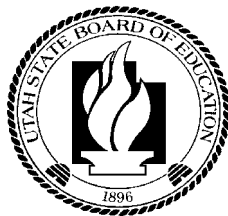


**The Report of the  
Accreditation Visiting Team**

**Bonneville Junior High School  
5330 South 1660 East  
Salt Lake City, Utah 84117**

**March 16-17, 2004**



Utah State Office of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE  
VISITING TEAM REVIEWING**

**Bonneville Junior High School  
5330 South 1660 East  
Salt Lake City, Utah 84117**

**March 16-17, 2004**

**UTAH STATE OFFICE OF EDUCATION**

**Steven O. Laing, Ed.D.  
State Superintendent of Public Instruction**

**DIVISION OF  
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

**Patti Harrington, Associate Superintendent**

**Brett Moulding, Director  
Curriculum and Instruction**

**Georgia Loutensock, Accreditation Specialist  
Curriculum and Instruction**

**Salt Lake City, Utah**

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## **FOREWORD**

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 16-17, 2004, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Bonneville Junior High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Curt Hansen is commended.

The staff and administration are congratulated for the generally fine program being provided for Bonneville Junior High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Bonneville Junior High School.

Steven O. Laing, Ed.D.  
State Superintendent  
of Public Instruction

**UTAH STATE BOARD OF EDUCATION**  
**250 East 500 South**  
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**Salt Lake City, Utah 84114-4200**

**District 1**

Teresa L. Theurer  
66 Canterbury Circle  
Logan, UT 84321  
Phone: (435) 753-0740

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3084 South 3550 West  
West Valley City, UT 84119  
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1964 Hawk Circle  
Sandy, UT 84092  
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Phone: (435) 882-4498

**District 8**

Janet A. Cannon  
5256 Holladay Blvd.  
Salt Lake City, UT 84117  
Phone: (801) 272-3516

**District 13**

Linnea S. Barney  
1965 South Main Street  
Orem, UT 84058  
Phone: (801) 225-4149

**District 4**

Joyce W. Richards  
930 East 5000 South  
Ogden, UT 84403  
Phone: (801) 479-5370

**District 9**

Denis R. Morrill  
6024 South 2200 West  
Taylorsville, UT 84118  
Phone: (801) 969-2334

**District 14**

Dixie Allen  
1065 South 500 West  
Vernal, UT 84078  
Phone: (435) 789-0534

**District 5**

Kim R. Burningham  
932 Canyon Crest Drive  
Bountiful, UT 84010  
Phone: (801) 292-9261

**District 10**

Laurel Brown  
5311 South Lucky Clover Ln  
Murray, UT 84123  
Phone: (801) 261-4221

**District 15**

Debra G. Roberts  
Box 1780  
Beaver, UT 84713  
Phone: (435) 438-5843

**Jed H. Pitcher\***

Regence Blue Cross Blue Shield of Utah  
P.O. Box 30270  
Salt Lake City, UT 84108  
Phone: (801) 583-2375

**Sara V. Sinclair\***

1340 North 1500 East  
Logan, UT 84341-2851  
Phone: (435) 754-0216

**Steven O. Laing**

Executive Officer

**Twila B. Affleck**

Secretary

*\*Board of Regents Appointments*

*10/30/03*

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| Dr. David L. Gourley .....      | Assistant Superintendent, Support Services       |
| Kevin D. Hague .....            | Assistant Superintendent, School Services        |
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| Dr. Paul S. Sagers, Jr. ....    | Assistant Superintendent, Program Services       |
| David F. Garrett .....          | Business Administrator/Treasurer                 |

# BONNEVILLE JUNIOR HIGH SCHOOL

## ADMINISTRATION AND STAFF

### School Administration

Curt Hansen ..... Principal  
Joel Dunning ..... Assistant Principal

### Counseling

Linda Bryden ..... 7<sup>th</sup> Grade Counselor  
Marta Cooney..... 8<sup>th</sup> Grade Counselor  
Neil Fockel..... 9<sup>th</sup> Grade Counselor

### Support Staff

Linda Rodier ..... Social Worker  
Loraine Wood ..... Psychologist  
Michael Ricci ..... Behavioral Health Specialist  
Joseph Ricci ..... Tracker  
JoLyn Carter..... Speech Pathologist  
Erica Jones ..... Prevention Specialist  
Judy Hennigan ..... Hearing Specialist  
Kathy Briggs ..... District Nurse  
Melissa Lauro..... PTSA President

### Faculty

|                    |                    |                  |
|--------------------|--------------------|------------------|
| Geohnathan Allred  | Ronda Hale         | Jared Small      |
| Linda Arnell       | Rose Jacklin       | Ann Smyth        |
| Connie Bain        | Aurora Kiser       | Julie Snyder     |
| Brenda Bartunek    | Mary Lane          | Debbie Souvall   |
| Shyamala Chivukula | Steve Mansfield    | Andrea Squires   |
| Laurie Cline       | Barbie Morton      | Megan Steeves    |
| Elaine Clyde       | Lew Mousley        | Peggy Swenson    |
| Jeff Curran        | Ellis Nelson       | Kirk Terry       |
| Patricia Daskalas  | Gerilee Nicastro   | Lisa Tonge       |
| Mari Davis         | Catherine Petersen | Jane Watanabe    |
| Elaine DeWitt      | Sheree Reed        | Carolyn Wright   |
| Phillip Despain    | Judy Robins        | Catherine Wright |
| Carol Fallon       | Jeff Rolan         | Susen Zobel      |

### **Secretaries**

Jennie Cordova.....Counseling Center  
Kathy Ellis ..... Principal/Main  
Susie Harman..... Comp Guidance  
Midge Van Ausdal .....Bookkeeper/Main

### **Library**

Sheree Reed ..... Head Librarian  
Rosemary Boss..... Media Aide

### **Teacher's Aides**

Leisa Brimley.....Teacher's Aide/English  
Maren Erickson.....Teacher's Aide/Office

### **Cafeteria**

Lori Bangerter.....Cafeteria Worker  
Jamie Delli .....Cafeteria Worker  
Martha Fitzgerald.....Cafeteria Worker  
Rayola Richardson.....Cafeteria Worker  
Hilde Schwemmer.....Cafeteria Manager

### **Custodial Staff**

Brent Fender..... Head Custodian  
Diana Hiatt ..... Custodian  
Leyann N. Sandoval..... Custodian  
Ramona Shaw ..... Custodian  
Steve Anderson ..... Custodian  
Robert Griffin.....Sweeper  
Alan Maynard .....Sweeper  
Joe Valles .....Sweeper  
David Ranson.....Sweeper



## **BONNEVILLE JUNIOR HIGH SCHOOL**

### **MISSION STATEMENT**

Our mission at Bonneville Junior High School is to promote a safe, caring, and supportive environment in which students develop the necessary skills for responsible citizenship, orientation in career choices, appropriate social interaction, academic expertise, and a desire for life long learning.

### **BELIEF STATEMENTS**

Each student is a valued individual with unique physical, social, emotional, and intellectual needs.

A safe and physically comfortable environment promotes student learning.

Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.

A student's self esteem is enhanced by positive relationships and mutual respect among and between students and staff.

The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, and life-long learners.

Students' learning needs should be the primary focus of all decisions impacting the work of the school.

## **MEMBERS OF THE VISITING TEAM**

Andrew Odoardi, Salt Lake City School District, Visiting Team Chairperson

Debby Herget, Oquirrh Hills Middle School, Jordan School District

Robin Keith, Dixie Middle School, Washington County School District

Norma Villar, Oquirrh Hills Middle School, Jordan School District

Kara Wardeleigh, Orion Junior High School, Weber County School District

**VISITING TEAM REPORT**  
**BONNEVILLE JUNIOR HIGH SCHOOL**

**CHAPTER 1: SCHOOL PROFILE**

Bonneville Junior High School is one of sixteen junior high schools in Granite School District. It is characterized by a stable student population, which is drawn from across the Salt Lake valley and represents a broad range of demographic characteristics. Its students feed into Cottonwood High School. The school is organized by grade level teams and departments. The school enjoys a favorable reputation in the community for maintaining a caring and quality teaching staff and strong academic focus.

The PTSA and the Community Council are deeply involved in the school improvement processes and provide significant support to the school and the faculty.

Bonneville Junior High initiated its self-study two years ago after attending the State's training/overview. The school's profile incorporates standardized test data, SAT and Utah Core Test scores, student ethnicity data, compensatory assistance data, and local demographic information. Additionally, parent, student, and teacher opinion surveys contributed to the data for the self-study.

a) *What significant findings were revealed by the school's analysis of its profile?*

Bonneville Junior High School offers evidence of the strength of the self-study process by the way the faculty, staff, and community developed and shared their respective insights as a result of their involvement; they are to be commended for their example of collaboration.

Analysis of the data reveals consistent performance on the state core assessments, or Criterion-Referenced Tests (CRTs). The reporting of the data based on gender, ethnicity, and special needs assisted the school in identifying specific student populations that are in need of additional support. In discussions with the administration and school leadership, it was evident the staff has initiated the process of collecting student data and using data to make decisions regarding school improvement goals, staff development needs, and allocation of resources. The staff did examine GPA data in considering appropriate student learning goals, and exhibited a good sense of who is and is not learning at the school.

The analyses of attendance and discipline patterns were meaningfully incorporated in the school's comprehensive profile, along with the strategies used to provide additional student-support services.

It is important to note that much of the data analysis and description of school practices and programs was embedded in the focus group reports. Both the departmental analyses and the focus group analyses provide a clear sense of the school's working knowledge about the directions to follow for continuing school improvement efforts in fostering student learning.

Bonneville Junior High School also gathered stakeholder perception data via NSSE surveys of parents, staff, and students. Analysis of the results reveals that the majority of students and parents feel the staff members, counselors, and administrators are doing a good job keeping them informed.

The staff at Bonneville Junior High is committed to continuing its efforts to improve parent/student satisfaction levels in all of the survey areas. The administration and staff are to be commended for their continuing efforts to improve communication among all stakeholders.

The Visiting Team recognizes that the school and leadership team made a sincere effort to do a thorough analysis of the school's strengths and limitations, and commends them for this effort. The attention to the language of the self-study process is exemplary.

*b) What modifications to the school profile should the school consider for the future?*

Bonneville Junior High School recognizes the need to continue its efforts to systematically collect and analyze pertinent student data to guide decisions made by the school.

It is suggested that the school collaborate with the district in designing an effective data management system that can be utilized by different stakeholders within the school community. This effort should extend to disaggregating both state and national norm-referenced test data by content cluster, gender, grade level, and ethnicity.

Finally, because of the importance of the age-related social needs of the junior high student, the school should describe the number of ways, including organizations and opportunities, that students have to participate in school-related activities beyond the classroom. Bonneville Junior High School has such programs in place, and should provide that information as part of the total picture of the school.

### **Suggested Areas for Further Inquiry:**

In order to identify specific student achievement targets, both the Utah State Core Tests and SAT data should be disaggregated by content cluster and quintile (mastery, partial mastery, minimal, and near) for each grade level and, if possible, by gender and ethnicity. The Visiting Team encourages the faculty to continue its work to integrate its knowledge of individual student data into its practice. An increased focus on this process will help reduce the redundancy regarding the school's district-required school improvement plan.

The staff should consider reexamining the school survey data and comparing satisfaction levels of students and parents **by department**. This comparison would allow each department to set performance goals/standards for the department and work collaboratively to achieve these goals.

## **CHAPTER 2: THE SELF-STUDY PROCESS**

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The Bonneville Junior High School leadership team made a concerted effort to engage all stakeholder groups in a collaborative self-study process. A leadership team consisting of staff members and parents facilitated the process. The leadership team facilitated the staff's analysis of student achievement data and survey results, crafted the school's mission and belief statements, and identified school improvement goals, which were prioritized in the development of the action plans.

There would be merit in including students more fully in the processes of the self-study.

During interviews with staff members, parents, and students involved in the process, it was apparent that several stakeholders still have questions regarding how the DRSLs and action plans will drive the work of the school in the future. As a result, the administration and leadership team need to ensure that all stakeholders are aware of and endorse the school's action plans and the recommendations from the Visiting Team.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

Information presented in the school's self-study focused predominately on the results of the student/parent perception survey, student achievement data (SAT/CRTs), and focus groups that were formed to address teacher/parent/staff

concerns. Many of the school's strengths, as discovered by the Visiting Team, were not clearly identified in the report. While the departmental analyses cited the variety of effective instructional practices, the faculty's high level of collegiality, passion for students, and willingness to engage in professional development opportunities without compensation, as well as student recognition programs and the innovative use of time to collaborate, are just a few of the school's strengths that might have been highlighted in the self-study.

The work done in the departments reflects a significant effort to identify areas of strength and limitations. The individual departmental analyses need to be integrated into a broader schoolwide set of strengths and limitations tied to the desired results for student learning, and need to find expression in the action plans.

Also, while the departments made some effort to link their work to the desired results for student learning, they did not address how they assessed the degree of student accomplishment relative to the desired learner outcomes.

While the staff of Bonneville Junior High School recognizes its strengths as effective educators, it is most willing to endorse the concept of continuous improvement and professional growth on behalf of the students. The faculty and leadership have demonstrated how the effective use of the self-study processes has disposed them to gain the skills to accurately identify student achievement gaps, reflect on current educational practices, and examine schoolwide practices.

### **CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS**

Bonneville Junior High School's desired results for student learning (DRSLs) are as follows:

1. Life Long Learning
2. Thinking and Reasoning
3. Interpersonal Skills
4. Effective Communication
5. Personal and Social Responsibility

#### **Shared Vision, Beliefs, Mission, and Goals:**

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The interviews with staff and students affirmed that the administration and the leadership team assumed the primary responsibility for developing the school's beliefs and mission statement. Other stakeholders, such as teachers, parents, and community members, had systematic and ongoing opportunities to provide input and feedback through the consensus-building process to define the school's mission. The Visiting Team suggests more fully including students in the processes.

There was a very concerted and enthusiastic effort to involve all stakeholders in using the mission and belief statements in decisions pertaining to school culture, classroom instruction, and the development of the DRSLs.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The belief statements clearly reflect the commitment of the school to supporting student achievement and success. The reiteration and attention to the belief statements found in each classroom are commendable.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The desired results for student learning (DRSLs) were identified through a process that included teacher, parent, and student input as well as the analysis of student performance results. The Visiting Team applauds the efforts of the school leadership team in targeting lifelong learning, communication, and higher-order thinking skills as a focus for student achievement.

Throughout the narratives of the departmental analyses and the focus groups, there is clear evidence of attention to the issue of alignment of curriculum, instruction, and the DRSLs with the mission and belief statements.

The Visiting Team recommends that staff and stakeholders revisit the DRSLs in order to:

- Increase levels of commitment among the staff.
- Identify measurable indicators to monitor and measure student achievement of the DRSLs.
- Be able to develop an assessment system to assess whether or not students are manifesting attainment of the DRSLs.

### **Curriculum Development:**

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The faculty is familiar with the Utah Core Curriculum. Some collaboration between departments has taken place to integrate Core concepts. The Visiting Team feels that a more definitive reference to the Utah Life Skills curriculum might have enhanced the development of the DRSLs by providing the indicators of student performance.

Articulation has begun around what is most essential in the Core. There is a strong desire among some staff members to collaborate around integrated curriculum and instructional strategies. Students were quite excited about their experiences with the joint projects between the History and English Departments, the art and French classes, and science and TLC. The Visiting Team suggests that the staff continue to find time and methods for integrating Core concepts across all content areas and grade levels.

There is a clear sense of the alignments that currently exist, both with the Core and with DRSLs, as reported in the departmental analyses. The faculty should continue this process by coordinating key concepts between and among departments. Moving forward with teaming will support the desired focus on essential concepts while meeting the individual needs of students.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The desired results for student learning are not clearly reflected in what is happening in the classrooms. Increasing schoolwide understanding of criteria for selecting the desired results for students learning (DRSLs) will enable the school community to have a clearer focus on curriculum and instruction. The DRSLs are broad enough to encompass and reinforce the effective practices already occurring at the school. Beginning stages of schoolwide focus (i.e., reading/writing across content) are emerging and need to be formalized into a schoolwide plan. Clarifying and refining specific action steps connected to the DRSLs will help drive this plan. Staff members are willing to invest personal time to accomplish school goals, and this clearly reflects a disposition to collaboration.

### **Quality Instructional Design:**

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*



During the two-day visit, a variety of instructional practices were observed; teachers were giving tests, students were working in small groups, hands-on activities were widely used in the Technology Department, information was delivered by direct instruction, students were completing worksheet packets, and cooperative learning strategies were being used. Students had attained a good grasp of how to utilize technology in the design and presentation of projects and assignments.

Random students were interviewed by each of the Visiting Team members. They reported that as they go through the school day they experience a variety of teaching strategies. The Visiting Team has observed the faculty to be dedicated, hardworking, and committed to students' success. Designing alternative ways of assessing student work, especially as it relates to the DRSLs, will enhance student engagement and achievement.

With the adoption of the DRSLs, the course curricula will require modification to increase the number of learning experiences that incorporate the DRSLs into these curricula. Conversations have started between departments regarding curriculum integration, reading, and writing across the curriculum, and the Visiting Team recommends that these discussions continue. The departments have recognized the need to incorporate reading and writing across the curriculum. The staff may want to pursue using the reading strategies being implemented, and continue to build on prior knowledge of reading levels and the Six Traits of Writing to facilitate critical thinking and communication.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

The faculty has given serious attention to the need to recognize and meet the range of students' learning styles that are encountered in every classroom. The central role of technology, and the staff's familiarity with it, were evident across the curriculum. The Visiting Team suggests that the faculty continue to collectively research and expand the use of multiple teaching strategies and instructional delivery options to meet the variety of the needs of all students through the use of differentiated instruction.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

There are a variety of programs to support student learning in addition to the regular classroom, such as peer tutoring, after-school tutoring, accessibility of faculty before and after school, academic and attendance tracking, and extracurricular activities. The staff is encouraged to investigate the effectiveness of these programs in meeting student needs, as well as whether or not all groups of students are able to take advantage of these support structures.

The recently held Showcase provided the opportunity for parents and students to celebrate the school's programs and the quality of student work.

**Quality Assessment Systems:**

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

Expectations related to the Core are clearly defined for staff and students. Where state performance standards are in place, teachers are implementing performance assessments to measure growth. Many classes are using measures beyond paper-and-pencil tests. The impetus for using a variety of assessment strategies is coming from some departments, and while some classes are using pre and post assessments, the faculty needs to address creating schoolwide standards that are articulated for measurement.

Schoolwide expectations and assessments related to the desired results for student learning have not been articulated at the time of the accreditation site visit. Attention to methods of assessment linked to indicators and standards should shape the action plan item recommended by the Visiting Team as work for the near future.

Disaggregating the data will provide additional information on individual student learning and provide the focus for the development of schoolwide assessments tied to the DRSLs.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The staff is striving for more opportunities to collect data from assessments beyond standardized test scores. In this early phase of the self-study process, the consideration and the development of benchmark assessments is based on a department or classroom level rather than a schoolwide basis. Utilizing the DRSLs and identifying specific measurable indicators will help facilitate the development of schoolwide measurements.

The Visiting Team recommends collapsing the Life Skills indicators into the achievement indicators of the DRSLs as a way to facilitate the work in progress. Individualization and differentiation is taking place in some classes, and will be strengthened by expanding the conversations among staff members, parents, and students regarding who is not learning in the school and why.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

Interviews with students reflected the sense of fairness students felt regarding individual teacher grading practices. There is no schoolwide grading policy.

There is ongoing school administrative support and training for access to and use of student performance data. There is a strong desire among administration and staff to receive and learn to use timely and accurate data in order to better serve the needs of all students. The staff understands that using data leads them to better instructional decisions.

### **Leadership for School Improvement:**

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The leadership of Bonneville Junior High School extends beyond the administration. Many of the staff members and parents have assumed the responsibilities of leadership in an effort to improve the school on behalf of students. Some of the teaching staff members have assumed a leadership role by delivering professional development opportunities for their colleagues. The leadership for the development of the self-study, “Collaborating for Student Achievement,” was jointly shared by teachers, guidance counselors, parents, and administrators.

The school has established a strong and positive learning environment in which teaching and learning are actively supported. There is a culture of high expectations for students and staff. The school maintains a constant and steady focus on student learning. The depth of commitment of the school to improving student learning is clearly evident. Student and staff accomplishments are recognized.

- b) *To what extent does the school leadership employ effective decision-making that is data-driven, research-based, and collaborative?*

The leadership of Bonneville Junior High is learning to employ data-driven, research-based decision-making. Currently, the lack of sufficient data regarding student achievement limits the school’s ability to triangulate data in the decision-making process. Although data is limited, the administration is cognizant of the need to collect pertinent information—not only to improve the decision-making process, but also to monitor school improvement efforts.

The Visiting Team recommends that the school use the NSSE rubrics, in addition to the study of “best practices” by all classroom teachers, to provide a common focus and language for continuing improvement efforts.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The leadership of Bonneville Junior High does not have a comprehensive assessment system in place at this time. The development of a comprehensive assessment system linked to the DRSLs will be one of the school's major tasks as it works to implement the recommendations of the focus groups and the Visiting Team.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The leadership of Bonneville Junior High provides skillful stewardship of the school. Parents, students, and staff members repeatedly commended the school's leadership for improving the school's climate and culture. Schoolwide policies and operational procedures are consistent with the school's beliefs and mission and are designed to support student learning. The allocation and use of resources are aligned with school goals.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources, which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

Bonneville Junior High is in the initial stages of implementing and refining its desired results for student learning, establishing school goals, and identifying appropriate improvement steps. The school leadership is committed to putting into place a process for ensuring the allocation and use of resources that are aligned with the school goals or the achievement of the DRSLs. The school leadership has fostered a learning community of adults that models the school's efforts to establish a learning environment for students in the classroom.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The Visiting Team recognizes the positive and productive relationships that exist among students, teachers, support staff, and administrators. There is strong evidence that the school has created and sustained a learning environment for students that nurtures a sense of caring and belonging. The Visiting Team encourages the staff to continue its efforts to collaborate across departments, to foster collegiality, and to provide cross-curricular connections for students.

The administrative team recognizes and empowers staff members, parents, and students to share in the responsibilities of leadership. In doing so, the

administration encourages commitment, participation, and collaboration. The administration is encouraged to continue building the knowledge, skills, and expertise of the staff to employ data-driven and research-based decision making. The lack of sufficient data and/or understanding of research-based best practices are evident in several of the departmental reports, focus group reports, and action plan goals.

### **Community Building:**

- a) *To what extent does the school foster community building and working relationships within the school?*

Bonneville Junior High School establishes positive and productive working relationship among all stakeholders. The students have a variety of opportunities to work in cooperative learning groups that foster leadership and collaboration skills that are clearly related to the DRSLs.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The school actively engages parents in the learning process through a variety of programs. The PTSA, classroom volunteers, after-school tutoring, and the School Community Council are examples of efforts made to extend the school community. Guidance counselors actively involve parents in SEOPs. Parents are informed about student progress. The Visiting Team recommends that the school continue its efforts to promote the participation of an active Community Council.

The school cites a variety of programs and practices that support student learning beyond the regular program and school day.

### **Culture of Continuous Improvement and Learning:**

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The staff members are actively involved in professional development based on their own needs and desires. The Visiting Team suggests that staff development efforts become more focused on the DRSLs. The faculty should continue to look at formal as well as informal assessments to collect data to verify that teaching strategies assure student learning.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

It was evident to the Visiting Team that the leadership in the school fully supports the faculty, and the faculty appears to fully support the leadership. There is a strong desire to do what is best for students. The departments report in their study that there is a need to develop a clearer focus on the DRSLs as a means of improving student learning. Additionally, they acknowledge a need to use more data-driven, researched-based information to dictate the school's direction. The staff should consider implementing these ideas into its school action planning.

#### **CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI**

This chapter is not applicable to Bonneville Junior High School. Most public junior high/middle schools are not accredited through the NAAS, but only by the USOE—it is their choice to join the NAAS or not.

#### **CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS—ACTION PLAN**

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The schoolwide action plan currently addresses two key concerns identified by the staff and reflected in the profile data. The plan addresses critical areas. There was strong teacher and parent sentiment that significant progress has already been made in the areas cited for improvement. The entire staff is encouraged to focus its efforts on those areas, in terms of how improved communication and collaboration will directly affect student learning. Again, as stated above, attention needs to be given to articulating the DRSLs and the means of measuring their attainment.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

It was evident to the Visiting Team that the leadership team, and administration, as well as many members of the teaching staff, share a strong commitment to the action plans.

However, it is apparent that some of the faculty members are not fully committed to addressing the school's DRSLs and recognizing the impact that implementing the DRSLs will have upon classroom instruction and assessment.

The action plans need to incorporate a focus on the outcomes of the DRSLs. The administration and leadership team will need to secure the commitment of the staff to working with the DRSLs, before they proceed to implement the action plans and Visiting Team recommendations.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The action plans currently do not go much beyond the need for monitoring the effectiveness of the school's improvement plan. In order to evaluate the effectiveness of the action plans, the leadership still needs to identify what data and evidence should be collected and periodically/incrementally analyzed by the team/faculty. The Visiting Team suggests incremental benchmarks and analyses of how the data from the findings affected instructional strategies, instructional delivery, and curriculum content.

## **CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM**

### **Commendations:**

- The staff is to be commended for a sincere effort to conduct a candid self- study of the school, do a thorough analysis of the school's strengths and limitations, and use this process to identify the direction for improvement efforts on behalf of the students and parents the school serves.
- The staff and administration are to be commended for their conscious and diligent efforts to create a positive culture and climate conducive to teaching and learning.
- The staff and administration are to be commended for continued efforts to identify the needs of students and create a positive community image for Bonneville Junior High School. This image includes providing a safe learning environment, holding high expectations for student learning, and maintaining a staff characterized by caring educators willing to do whatever is necessary to help students succeed.
- The Visiting Team was impressed with the number and quality of events and activities designed to "showcase" student learning and involve the community.
- Both the teachers and the administration are commended for the extent of the achievement of the two major goals expressed in the action plans.

### **Recommendations:**

The Visiting Team was in substantial agreement with the myriad of recommendations that came out of the departmental and focus group analyses and the goals of the action plans. These analyses are indicative of the high quality of the self-study effort and the integrity of the processes in working to develop the school improvement plans. Their hope is to narrow the focus of the school's improvement processes and link them to attainable results by virtue of the following recommendations.

- Bonneville Junior High School should continue its efforts to systematically collect and analyze pertinent student data to guide decisions made by the school, departments, and teams. It is suggested the school develop an effective data collection and management system that can be utilized to provide reliable data for making judgments regarding academic growth by individual students or groups of students. This effort should extend to disaggregating both state and national norm-referenced test data by content cluster, gender, grade level, ethnicity, etc. The school should more clearly align the action plans to address findings resulting from the data analysis linked to student learning and implementation of the DRSLs. Referencing the corresponding items in the school improvement plan developed for the district could facilitate this.
- Continue to seek innovative ways of increasing available opportunities for teachers to collaborate, share best practices, and implement the school's action plans. The school needs to engage the whole staff in collaborative inquiry with regard to the school's DRSLs. This would include:
  - Working to increase schoolwide understanding of the purposes for and criteria used in selecting the DRSLs.
  - Posting the DRSLs as expectations and collapsing the list of Life Skills that are posted in every classroom into the DRSLs.
- In acknowledging the degree of progress being made, the work already in progress, and the quality of the recommendations in the Quality Assessment Focus Group report, the Visiting Team recommends that the faculty collectively study best practices and research in the teaching and assessment of the school's DRSLs, and identify indicators and establish the standards for students' demonstration of the DRSLs. The Visiting Team suggests, in effect, that the school "chunk" the variety of goals from the departmental and focus group analyses, and let the Assessment Focus Group goals drive the school's work over the next several years.
- The Visiting Team felt that the school's efforts could be more focused by building on what is already in progress and in place, extending the ninth grade study skills teaching to all grade levels and the Six Traits of Writing process across all disciplines. Effective schoolwide implementation of these two programs, along



with the reading/literacy effort, will create the opportunity for the students' achievement of the DRSLs and provide the avenue for the faculty to articulate/map the school's curriculum both vertically and horizontally.